

BUSY BOOK MEDIA DEVELOPMENT TO INTRODUCE EARLY CHILD SEXUAL EDUCATION IN GORONTALO

Ni Nengah Serli Andani¹,

Pupung Puspa Ardini²,

Apriyanto A.J Pauweni³,

Sri Rawanti⁴,

Arif Dwinanto⁵

^{1,2,3,4} PGPAUD Universitas Negeri Gorontalo

⁵ Teknik Informatika Universitas Negeri Gorontalo

Email :

serli_s1paud2019@mahasiswa.ung.ac.id

pupung.p.ardini@ung.ac.id

ABSTRACT

This study aims to develop a busy book media to support learning in introducing sexual education in Group B children in Montessori Public Kindergarten. Busy book media can contribute to the learning process by submitting sexual education to children by observing the learning content. The type of research used is Research and Development (R & D), which adopts the ADDIE model development. This research consists of five development stages: Analysis, Design, Development or Production, Implementation or Delivery and Evaluation. Product validation was carried out by two expert validators: media and material experts. Furthermore, small group and field trials were conducted on children and teachers. The average results of the media expert validator's assessment obtained a percentage of 89% in the very feasible category, and the average evaluation of the material expert validator received a rate of 89.5% in the very doable category. Furthermore, in small group trials on children, an average rating of 90.6% was in the possible class and small group trials on teachers obtained an average rating of 95%. Then field trials on children received an average rating of 94% with a very feasible category, and field trials on teachers received an average rating of 97.8% with a very conceivable type. So it can be concluded that the busy book media that researchers have developed is very suitable to be used as a learning medium in introducing sexual education in early childhood.

Key words : Busy Book, Early Childhood Education, Sex education

INTRODUCTION

The phenomenon of sexual violence in early childhood in Indonesia is currently being reported more and more in various media. This has been of particular concern since the occurrence of sexual violence against students at the Jakarta International School (JIS) and St. Monica a few years ago. (Felicia & S. Pandia, 2017).

United Nations International Children's Emergency Fund (UNICEF) (Triwidiyantari, 2019) Revealed that around 120 million children worldwide, or more than 100 children, have been victims of sexual abuse under the age of 20. Based on data in Indonesia from the Indonesian Child Protection Commission (KPAI), as of 31 December 2020 in 2018, 182 children were victims of sexual violence. In 2019 there

was an increase in the number of victims, namely 190, and in 2020 there was an increase in the number of child victims, namely 419. If counted from 2018, children as victims of sexual violence experienced an increase of 237 victims.

Cases of sexual violence are increasing, so it needs to be handled continuously, one of which is by making preventive efforts through sexual education from an early age. The application of sexual education for early childhood in Kindergarten is deemed very appropriate to the needs of early childhood. Children at that age are developing curiosity and a high urge to explore themselves, their peers, physical differences and genitalia. they have (Desiyanti & Sasiwi, 2020).

However, the reality is that not all schools, especially kindergartens, implement sexual education in their schools. This is in line with the findings of observations at the Montessori State Kindergarten, Huangobotu Village, Duingingi District, Gorontalo City by making observations and observations. In addition to the lack of ways of conveying teachers regarding the introduction of sexual education to children, the media used in the delivery are still less varied and usually only use suppositions and songs. From these conditions, the delivery of the material provided was not optimal, and the children were less enthusiastic in their learning activities. The teacher said that a book that teaches explicitly about the introduction of sex for early childhood is needed to make it easier for teachers to teach this to children in their kindergarten.

Whereas learning media, especially books that introduce sex education for early childhood, have a significant role as a tool that makes it easier for teachers to teach sex education to children and can also make it easier for children to understand the material presented by the teacher in class.

The learning media designed in this research is media in the form of a busy book. Busy book media is one of the media made of colourful flannel. Busy Book media usually consists of pages containing various activities and are packaged in book form and contain pictures that can attract attention and stimulate students to respond well during learning. Busy book media can develop aspects of early childhood, including cognitive development. Busy book media may be adjusted based on needs during the learning process for students because busy book media is a form of creative and innovative new media in developing the abilities possessed by children (Prakarsi et al., 2020).

The use of concrete media such as busy books, in addition to making it easier for them to understand the material being conveyed by the teacher, will also increase children's interest in learning because it contains book sheets made of soft and colourful flannel with a series of fun activities for children. So it is hoped that by using busy books, children will better understand and focus on the learning delivered by the teacher in class.

Based on this, the researchers designed learning media that were interesting and in accordance with children's cognitive development, in the form of a busy book introducing sex education to early childhood in kindergarten. Based on the background of the problems above, the general problem in this research is how to develop a busy book in introducing sexual education for group B children in Montessori Kindergarten. The general objective of this research is to develop a busy book media designed to support learning in the introduction of sexual education in Group B of Montessori Kindergarten.

Learning by using a busy book has several advantages. Namely, the teacher can quickly determine teaching material, just adjust it to the content in the busy book. The teacher can quickly evaluate students because the activities contained in the book can explore the abilities of each student, students without being asked, to carry out activities that are required to be carried out in the busy book. Curiosity will arise from

students, and tend to do it themselves without help from the teacher. The nature of the media is durable because it is made of cloth, so it is not easily dirty, wrinkled, or torn, Learning becomes fun because there are lots of colours and lots of activities, and it provokes the creativity of students to carry out existing activities better and systematically.

The busy book in this study was designed based on theories related to the introduction of early childhood sexual education. Where this research focuses on sexual education materials for early childhood. Early childhood sexual education is more emphasized how to give children an understanding of the condition of their bodies, an understanding of the opposite sex, and an understanding to prevent sexual violence. The sexual education referred to here is that children begin to recognize self and family identities, know their body parts, and can name body characteristics. (Alucyana, 2018).

Sexual education for early childhood is one of the efforts to provide children with an understanding according to their age regarding the functions of the sexual organs and problems of instincts that begin to arise, guidance on the importance of protecting and caring for their intimate organs, in addition to providing an understanding of social behaviour—health and the risks that can occur around sexual problems. (Ifadah, 2021).

Based on the opinions of the experts above, it can be concluded that the introduction of sexual education to children can be started with an introduction to body parts. After that, it can be done by teaching them to clean themselves and their genitals. This education can also indirectly teach children not to carelessly allow other people to clean, even touch their genitals, and what to do if someone else handles their genitals. The method of conveying sexual education should not be too vulgar because it will harm children.

Based on the opinions of the experts above, it can be concluded that the introduction of sex in children can be started with an introduction to the body parts. After that, it can be done by teaching them to clean themselves and their genitals. This education can also indirectly teach children not to carelessly allow other people to clean, even touch their genitals, and what to do if someone else handles their genitals. The method of conveying sexual education should not be too vulgar because it will harm children.

There are four objectives in introducing sexual education for early childhood, namely first, the child will understand the changes that occur to him. The changes referred to are differences in body shape and size when children are babies and when they become children, secondly; children learn about the function of the reproductive organs, how to care for them and keep them clean. Children who can defecate and urinate on their own can clean their genital organs. Cleaning yourself will reduce the risk of children having their genitals cleaned by other people and reduce the risk of sexual harassment by other people. Third, learn and understand ethics and various deviant sexual behaviours that must be avoided. Children are taught which parts of the body cannot be touched by others, so if someone else feels them, they know how to prevent and handle them. Fourth, understand the various consequences of abuse of reproductive organs, which will physically and psychologically harm their health. With the introduction of sex education, children will know that their reproductive organs are their own and no one should touch them. Children dare to avoid or reject anyone who intends to harass them sexually (Azzahra, 2020).

METHOD

This research uses research development or Research and Development (R & D). Sugiyono (2019) said that the R & D research method is a research method used to

produce certain products and test their effectiveness of these products. In this research, the research approach used is the ADDIE approach, which stands for Analyze, design, develop, implement and evaluate (Branch, 2009:2).

The participants in this study were teachers at Montessori State Kindergarten, Darul Muttaqin Kindergarten and Ki Hajar Dewantoro 13 Kindergarten in Gorontalo City. The kindergarten teachers were chosen as participants in this study because teachers can become facilitators in introducing sexual education through media, from busy books to early childhood.

In addition to being given to these teachers, a product trial in the form of busy book media was carried out for group B children (age 5-6 years) in Montessori State Kindergarten, a total of 16 children. The data source in this study also involved lecturers at the Early Childhood Education and Teacher Study Program, State University of Gorontalo, to obtain validation data from media and material experts.

This study uses data collection methods: observation, interviews, and documentation. Researchers use this method to obtain initial data, which is the basis for this study. In addition, it is used in conducting product trials to see and determine the effectiveness of the media being developed to obtain data on the strengths and weaknesses of the product from which the data will be revised or improved. In addition to observation, interviews and documentation, questionnaires were also carried out. Researchers use this method to obtain data in the form of testing the validity or feasibility of busy books in terms of material and the appropriateness of the media used for early childhood. They can achieve the goals of product development.

Data analysis techniques used in this study are qualitative and quantitative. The qualitative analysis describes the results of observations, interviews, validation lecturer suggestions, and documentation notes when implemented. The data were analyzed descriptively and qualitatively, and some guidance will be used for product improvement at the revision stage. At the same time, the documentation notes are described to determine the effectiveness of the product being developed when used in learning. This study relates to the response when using the busy book. Data were analyzed quantitatively using the percentage technique, according to David and Cholik (Yane & Rustanto, 2020). This aims to determine the validity of the developed busy book media. This study will carry out two stages of analysis, namely determining the average value obtained and making the criteria into five criteria: very feasible, feasible, sufficient, less feasible, and wildly inappropriate.

RESULT

Initial product design

The resulting product development is a picture book made of flannel as a learning medium which contains material on the introduction of sexual education to children in the development of Busy Book media which was tested in Montessori State Kindergarten. The effect of this product started with potentials and problems found directly in the field by observing and interviewing teachers in Montessori Public Kindergartens. From the observations and interviews, it is known that the media for introducing sexual education is still lacking in variety, so the use of busy book media is considered very suitable to help teach children sexual education. In addition, busy books have never been used as a learning medium in this school. Therefore, it was agreed that to introduce sexual education to children, they can use busy book media to more easily understand the contents of the material and make learning more enjoyable so that children do not feel bored.

Based on the potential and problems as well as the data collection that has been done, the researcher designed a busy book learning media product to introduce sexual education to children in group B. In this busy book media, there are relevant materials

that researchers have collected to be conveyed to early childhood in group B. This busy book media is made of flannel cloth, in which there are pictures of Baba and Lili with attractive colours for children in every material in this media. The making of this busy book media was designed and sewn directly by the researcher.

Results of Phase I Expert Validation Assessment

Table 1. Validation Assessment by Media Expert Busy Book

No	Dimension	Presentage	category
1	Physical Media	76%	Decent
2	Use of Images	80%	Decent
3	Use of Color	81%	Very Decent
4	Use of Letters	81%	Very Decent
	Total	79%	Decent

Table 2. Validation Assessment by Material Expert Busy Book

No	Dimension	Presentage	caategory
1	Content quality	85%	Very Decent
2	Language and writing	83%	Very Decent
	Total	84%	Very Decent

Based on the results of the validation obtained as in Tables 1 and 2, the results of the validation by media experts obtained an average eligibility value of 79%. Therefore, the busy book media created shows the "Eligible" category. Meanwhile, the results of validation by material experts obtained an average feasibility value of 84%. Therefore, the busy book media created shows the "Very Eligible" category. Feasibility is determined by using a Likert scale reference in David and Cholik's research (Yane & Rustanto, 2020) that with a percentage technique that fits the criteria, which will show the level of validity in using this busy book media product.

Product Revision

Revision of busy book media products with validation notes, the results of busy book media product revisions in this study were submitted by experts, namely:

1. Media expert

Products that have been assessed in the first stage of validation by media experts obtain an average feasibility value of 79%. Therefore, the busy book media created is categorized as feasible. Even though this media is categorized as feasible, minor revisions must also be made based on input or suggestions from media experts, so that the media made is better and ready to be tested on students. The sections that received input or suggestions from media experts for revision were as follows:

Make a title on the wardrobe and bathroom

Initially, there were no titles or descriptions for the wardrobe and bathroom sections, based on suggestions when conducting field trials on teachers, the advice given by one teacher was to give each sheet a title. Therefore, the researcher conveyed this suggestion to media experts and was advised to add a title to each sheet in the busy book media.

2. Material Expert

Products that have been assessed in the first stage of validation by material experts obtain an average feasibility value of 84%. Therefore, the busy book media created is categorized as very feasible. Even though the results of the validation carried out by material experts were in the very proper category, the media that was made still received suggestions or input (minor revisions) so that the press made was better and ready to be tested on students. The sections that received feedback or suggestions from material experts for modification included:

- a) Added an X mark on the privacy limb material
- b) In this material, there is an explanation sheet which says that there are four body parts that others should not touch or see. However, the images on the back of the genitals or anus do not contain an X mark. Therefore, material experts suggest completing and adding an X mark to that part.
- c) Adding a male image to the male bathroom and a female image to the female bathroom
In this section, the bathroom is only distinguished by colour. Where the boys' bathroom is blue and the girls' bathroom is pink. However, colour is now a universal thing and cannot be categorized as blue for boys or pink for girls, so a picture needs to be added to each bathroom to make it clearer for children to understand.
- d) Adding skill material to protect oneself from sexual crimes
This media design stage will contain seven materials. However, after discussing with the material experts it was agreed to add this material to the last page. This is because this material is also very important in the introduction of early childhood sexual education.

Results of Phase II Expert Validation Assessment

Table 3. Validation Assessment by Media Expert Busy Book

No	Dimension	Presentage	Category
1	Physical Media	87,60%	Very Decent
2	Use of Images	89,50%	Very Decent
3	Use of Color	88,67%	Very Decent
4	Use of Letters	90%	Very Decent
	Total	89%	Very Decent

Table 4. Validation Assessment by Material Expert Busy Book

No	Dimension	Presentage	Category
1	Content quality	89%	Very Decent
2	Language and writing	90%	Very Decent
	Total	90,50%	Very Decent

Based on the results of the validation obtained as in Tables 3 and 4, the validation results by media experts obtained an average eligibility value of 89%. Therefore, the busy book media created shows the "Very Eligible" category. Meanwhile, the validation results by material experts obtained an average feasibility value of 89.50%. Therefore, the busy book media created shows the "Very Eligible" category. Feasibility is determined by using a Likert scale reference in David and Cholik's research (Yane & Rustanto, 2020) that with a percentage technique that fits the criteria, which will show the level of validity in using this busy book media product.

Data and Analysis of Trial Results

A. Small Group Trial Data and Results

Tabel 5. Data and Results of Small Group Trials on Teachers

No	Rated aspect	Presentage			Category
		n1	n2	n3	

1.	Busy book media fascination	94,5 %	95%	95,6 %	Very Decent
2.	Content Quality	93,6 %	95%	96%	Very Decent
3.	Usefulness of products for teachers	95,5 %	95%	95,5 %	Very Decent
4.	The teacher's readability (level of understanding) of this Media Busy Book	94,5 %	95%	96%	Very Decent
Average		94,5 %	95%	95,7 %	Very Decent
Total Average		95%		Very Decent	

Table 6. Data and Results of Small Group Trials in Children

No	Rated aspect	Scor					Catego ry
		n1	n2	n2	n4	n5	
1.	Children can know their own identity	5	4	5	5	5	96% (Very Decent)
2.	Children can mention the differences between boys and girls	4	4	5	4	5	88% (Very Decent)
3.	Children can recognize the various body parts	4	4	5	5	5	92% (Very Decent)
4.	Children know the function of body parts	4	4	5	5	5	92% (Very Decent)
5.	Children know how to care for limbs	4	4	5	5	5	92% (Very Decent)
6.	Children can get to know private body parts	4	4	5	4	4	84% (Very Decent)
7.	Children can recognize polite clothing	5	4	5	5	5	96% (Very Decent)

8.	Children can recognize immodest clothing	5	4	5	5	5	96% (Very Decent)
9.	Children can find out who can see private bodies	4	4	5	4	4	84% (Very Decent)
10.	Children can find out the difference between male and female bathrooms	3	4	5	4	4	80% (Decent)
11.	Children can find out that men's and women's bedrooms must be separate	4	4	4	4	4	80% (Decent)
12.	Children can know what action to take when in a situation that leads to sexual violence	5	5	5	5	5	100% (Vey Decent)
Total scor		272					
Maximum Scor		300					
Total Presentage		90,6%					

Based on the data and small group trials obtained as in Tables 5 and 6, the small group trials received an average feasibility value of 95%, with the busy book media product category very well used in the learning process. Meanwhile, the results of small group trials on children obtained an average eligibility value of 90.6%, with the busy book media product category being very well used in the learning process. Feasibility is determined using a Likert scale reference in David and Cholik's research (Yane & Rustanto, 2020). A percentage technique that fits the criteria will show the validity level of using this busy book media product.

B. Field Trial Data and Results

Table 7. Data and Results of Field Trials on Teachers

No	Rated aspect	Presentage					Category
		n1	n2	n3	n4	n5	
1.	Busy book media fascination	100%	100%	95,8 %	98%	96%	Very Decent
2.	Content Quality	100%	100%	96%	95%	95%	Very Decent

3.	Usefulness of products for teachers	100%	100%	100%	95%	96%	Very Decent
4.	The teacher's readability (level of understanding) of this Media Busy Book	100%	100%	99%	95%	97,5%	Very Decent
Average		100%	100%	97,7 %	95,7 %	96%	Very Decent
Total Average		97,8%					Very Decent

Table 8. Data and Results of Field Trials in Children

No	Rated aspect	Scor										Categor y	
		1	2	3	4	5	6	7	8	9	10		
1.	Children can know their own identity	5	5	5	5	5	5	5	5	5	4	4	96% (Very Decent)
2.	Children can mention the differences between boys and girls	5	4	4	5	5	4	5	4	5	4	4	89% (Very Decent)
3.	Children can recognize the various body parts	5	5	5	5	5	5	5	5	5	5	4	98% (Very Decent)
4.	Children know the function of body parts	5	4	5	5	5	4	5	5	5	5	4	94% (Very Decent)

Proceedings of International Seminar on Indonesian Lecturer is Born to Report Regularly

5.	Children know how to care for limbs	5	4	5	5	5	4	5	5	5	5	4	94% (Very Decent)
6.	Children can get to know private body parts	4	4	5	5	5	4	5	5	5	5	3	90% (Very Decent)
7.	Children can recognize polite clothing	5	5	5	5	5	5	5	5	5	5	5	100% (Very Decent)
8.	Children can recognize immodest clothing	5	5	5	5	5	5	5	5	5	5	5	100% (Very Decent)
9.	Children can find out who can see private bodies	5	4	5	5	4	5	5	4	5	4	4	90% (Very Decent)
10.	Children can find out the difference between male and female bathrooms	4	4	5	5	4	5	5	4	5	4	4	89% (Very Decent)
11.	Children can find out that men's and women's bedrooms must be separate	4	4	5	5	4	5	5	5	5	4	4	90% (Very Decent)
12.	Children can know what action to take when in a situation that leads to sexual violence	5	4	5	5	4	5	5	5	5	4	4	92% (Very Decent)
Total scor		622											
Maximum Scor		660											

94%

Total Presentage

Based on the results of the data and field trials obtained as in Tables 5 and 6, the results of the field trials got an average feasibility value of 97.8%, with the busy book media product category being very well used in the learning process. Meanwhile, the results of field trials on children obtained an average feasibility value of 94%, with the busy book media product category being very well used in the learning process. Feasibility is determined using a Likert scale reference in David and Cholik's research (Yane & Rustanto, 2020). A percentage technique that fits the criteria will show the validity level of using this busy book media product.

DISCUSSION

Two expert validators carried out product validation: media and material experts. Furthermore, small group and field trials were conducted on children and teachers. The average final assessment results from the press expert validator obtained 89% in the very feasible category. The last intermediate assessment from the material expert validator received a rate of 89.5% in the very doable category. Furthermore, in small group trials on children, an average rating of 90.6% was in the possible class, and small group trials on teachers obtained an average rating of 95%. Then field trials on children received an average rating of 94% with a very feasible category, and field trials on teachers obtained an average rating of 97.8% with a very conceivable type. Therefore, the validation states that the busy book is appropriate for use and becomes an end product for learning because, based on previous research by David and Cholik (Yane & Rustanto, 2020) that using a percentage technique that fits the criteria will show the level of validity in using busy book media products. This. So at this percentage value, active book media products are feasible for learning, especially in group B early childhood education (5-6 years).

This is also in accordance with the opinion of Mufliharsi who argues that busy book media is an interactive learning media made of flannel cloth which is formed like a book with the use of bright colours, contains various kinds of simple games that can stimulate fine motor skills of children aged 6 months until preschool. In addition to fine motor skills, busy book media can also train children's social-emotional, cognitive, skills and language skills. So that this media can be made and used by educators or parents according to the need to achieve learning (Humaida & Abidin (2021). Therefore, busy book media products are categorized as very suitable for carrying out the learning process, especially in the introduction of sexual education from teachers to early childhood (5-6 years).

In this study, several findings were found when the research was conducted, namely students or children felt very happy when they saw all the contents of this busy book media, and the images presented in the media were very interesting so that the child's attention was always focused on each material in this busy book media. This is also supported because the busy book media does not only contain material but also contains games that can be played by students to evaluate students' understanding of sexual education such as placing check marks and crosses on parts of the body that may be touched and which may not be touched. This is in line with research (Marlina & Pransiska, 2018) that children do not always know appropriate touch and inappropriate touch. Tell the child that it is not okay for someone to see or touch their private body or for someone to ask their child to show and touch another person's private body. In the process, it will be explained to the child the parts of the body that may be touched and which cannot be touched.

The introduction of sexual education certainly provides benefits to children while at the same time involving all aspects of child development. As for them, namely the

development of religion and morals. Children will recognize good attitudes in dressing, especially girls who are Muslim, they must cover their genitals by wearing a headscarf and politely not showing the protrusions and curves of their bodies so that they cannot excite other people who see them. And in accordance with the application of sexual education according to the Sunnah of the Prophet, namely instilling a sense of shame in children must be taught from an early age, not get used to children even though they are still young to be naked in front of other people, get used to children always covering their private parts. Children will know that privacy is private parts that must be covered and cannot be seen or even touched by anyone other than father and mother, themselves and doctors (Muhammad Purnomo, 2022).

The child's motoric aspects also develop, namely when children practice clean bathing movements. Through the movement of the limbs and hands (gross motor) will develop in learning to use this busy book media. In addition, children can also practice movements to protect themselves because children are very vulnerable to experiencing acts of sexual violence because perpetrators can easily deceive children. Thus, early childhood needs protection in the form of an understanding of how to take good care of themselves in order to avoid acts of violence (Suhasmi & Ismet, 2021).

The child's cognitive aspects also develop, namely the child can match check marks and cross marks on parts that can be touched and cannot be touched. By matching check marks and crosses, children can better understand the material presented in this busy book media. This is in line with the opinion of Sujiono (2015) which reveals that the ability to relate one event to another as well as the ability to observe and assess what is in the world around is called intellectual thinking (Hapsari, 2020).

Aspects of children's language also develop, namely children can compose letter blocks from words that can be touched and cannot be touched. In addition, children will know letters and vocabulary well, especially vocabulary that is in the environment of children aged 5-6 years (Ministry of National Education of the Republic of Indonesia, 2014).

The social-emotional aspect is the development of children's interactions with their friends and teachers. In addition, children's social development also develops through self-confidence and waiting for their turn, where when sticking to letter stickers and sticking check marks and crosses, children are patient in waiting for their turn to stick to busy book media (Melinda & Izzati, 2021).

Furthermore, the aspect of art, namely that children can sing a touching song, is allowed when the limbs are private. Apart from that, the development of children's art can be seen when the child puts on the clothes in the wardrobe, the child looks enthusiastic to attach interesting clothes. As well as children can express experiences seen before and then express them through their own imagination according to understanding because early childhood education is the most suitable time for developing children's creative abilities (Ulfa, 2022).

With the development of busy book media in introducing sexual education, of course, it can be used as a reference for educators in providing information about sex education to children. Meanwhile, further development research can be carried out by making busy book media with other themes packaged more attractively. So that children can get more and more material by using this busy book media.

CONCLUSION

Product validity will be stated based on the eligibility percentage given during testing and assessment by the validator, teacher and child. The results of data analysis with the percentage of validity in the formative assessment of the three types of testing, namely expert validity, small group testing and field trials. The results of expert

validation of busy book media products were declared feasible for use. Feasibility is stated by the results of data analysis on expert validation, namely 89%, with the busy book media product category very suitable for use in learning. In the small group trial by the teacher, namely getting a presentation score of 95%, the busy book media product category is very well used in the learning process. Small group trials on children get an overall average result of 90.6% with the busy book media product category being very well used in the learning process. Whereas for field trials the teacher got a percentage score of 97.8%, with the busy book media product category being very well used in the learning process. And field trials on children get an overall average result of 94% with the busy book media product category very well used in the learning process.

From the data analysis that has been done, it can be concluded that the busy book media in introducing group b child sexual education in the Montessori State Kindergarten, Huangoboto Village, Duingi District, Gorontalo City which has been developed is declared valid. Validity is proven by the percentage and score in the assessment which states that busy book media products are suitable for use in the learning process.

REFERENCES

1. Alucyana, A. (2018). Pendekatan Metode Bermain Peran Untuk Pendidikan Seks Anak Usia Dini. *Generasi Emas*, 1(1), 1. [https://doi.org/10.25299/ge.2018.vol1\(1\).2253](https://doi.org/10.25299/ge.2018.vol1(1).2253)
2. Azzahra, Q. M. (2020). Pendidikan Seksual Anak Usia Dini: “My Bodies Belong To Me.” *Early Childhood: Jurnal Pendidikan*, 4(1), 77–86. <https://doi.org/10.35568/earlychildhood.v4i1.736>
3. Desiyanti, I. W., & Sasiwi, A. L. G. (2020). Jurnal Sains dan Kesehatan. *Jurnal Sains Dan Kesehatan*, 3(1), 242–247.
4. Felicia, J. P., & S. Pandia, W. S. (2017). Persepsi Guru Tki Terhadap Pendidikan Seksual Anak Usia Dini Berdasarkan Health-Belief Model. *Jurnal Pendidikan Anak*, 6(1), 71–82. <https://doi.org/10.21831/jpa.v6i1.15682>
5. Hapsari, R. (2020). Pengembangan Kognitif Anak Melalui Kegiatan Mengelompokkan Benda Dengan Media. *GENERASI EMAS: Jurnal Pendidikan Islam Anak Usia Dini*, 3(1), 18–24.
6. Humaida, R. T., & Abidin, M. Z. (2021). Penggunaan Media Busy Book Terhadap Kognitif Pengenalan Kemampuan Berhitung pada Anak Usia Dini. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, 9(1), 135. <https://doi.org/10.21043/thufula.v9i1.10293>
7. Ifadah, A. S. (2021). Materi Dan Strategi Pendidikan Seks Bagi Anak Usia Dini. *JIEEC (Journal of Islamic Education for Early Childhood)*, 3(1), 40. <https://doi.org/10.30587/jieec.v3i1.2294>
8. Marlina, S., & Pransiska, R. (2018). Pengembangan Pendidikan Seks Di Taman Kanak-Kanak. *Yaa Bunayya: Jurnal Pendidikan Anak Usia Din*, 2(2), 1–12.
9. Melinda, A. E., & Izzati, I. (2021). Perkembangan Sosial Anak Usia Dini Melalui Teman Sebaya. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 9(1), 127. <https://doi.org/10.23887/paud.v9i1.34533>
10. Muhammad Purnomo, N. H. & Subiwatic. (2022). P s u d d m m u. *Jurnal Abdimas Indonesia* \, 4, 112–117.
11. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 137 Tahun 2014 *Tentang Standar Nasional Pendidikan Anak Usia Dini*. Kementerian Pendidikan dan Kebudayaan Tahun 2015. Jakarta.
12. Prakarsi, E., Karsono, K., & Dewi, N. K. (2020). Penggunaan Media Busy Book Untuk Mengembangkan Kemampuan Mengenal Pola Pada Anak Usia 4-5 Tahun.

-
- Kumara Cendekia*, 8(2), 171. <https://doi.org/10.20961/ke.v8i2.35703>
13. Suhasmi, N. C., & Ismet, S. (2021). *3486-12783-1-Pb (1)*. 5(02), 164–174. <https://doi.org/https://doi.org/10.29408/jga.v5i01.3385>
 14. Triwidiyantari, D. (2019). Perbedaan Pengetahuan, Sikap Dan Tindakan Ibu Sesudah Mendapatkan Booklet Pendidikan Seksual Untuk Anak Usia Dini. *AWLADY: Jurnal Pendidikan Anak*, 5(2), 34. <https://doi.org/10.24235/awlad.v5i2.5081>
 15. Ulfa, M. (2022). *Teori Pengembangan Kreativitas Pendidikan dalam Persfektif Anak Usia Dini*. 1(2), 33–40.
 16. Yane, S., & Rustanto, H. (2020). *DAN PROGRAM PELATIHAN FISIK BAGI CALON ATLET O2SN masalah beberapa permasalahan muncul seperti tidak adanya regulasi yang jelas seleksi dilakukan pada jangka pendek . Selain dari pada itu Kepala Dinas Pemuda*. 202–211. <https://doi.org/10.31571/jpo.v9i2.1458>